

Arizona Department Of Education
STANDARDS ARTICULATION BY GRADE LEVEL PROJECT
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STANDARDS ARTICULATION BY GRADE LEVEL PROJECT

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STATE REPRESENTATION

Teachers who worked on the grade level articulation of the mathematics and reading standards came from the cities listed below. The goal was to have representation from large and small districts, urban and rural schools, and geographic and ethnic diversity.

Ajo
Apache Junction
Arizona City
Avondale
Casa Grande
Chandler
Claypool
Congress
Cornville
Cottonwood
Crown King
Douglas
Eagar
Ft. Defiance
Fountain Hills
Ganado
Gilbert
Glendale
Globe
Hereford

Keams Canyon
Kingman
Lake Havasu City
Lakeside
Litchfield Park
Mammoth
Marana
Mesa
Nogales
Oracle
Peach Springs
Payson
Peoria
Phoenix
Pinetop
Pinon
Prescott
Prescott Valley
Queen Creek
Safford

Sahuarita
San Manuel
Scottsdale
Sedona
Sierra Vista
Somerton
St. Michaels
Surprise
Tacna
Teec Nos Pos
Tempe
Thatcher
Tucson
Wellton
Whiteriver
Winslow
Yarnell
Yuma

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EXTERNAL REVIEWERS/CONSULTANTS

READING

Louisa Cook Moates, Ed.D., Director of Early Reading Interventions Project, National Institute of Child Health & Human Development, is a researcher and author of *Parenting a Struggling Reader: A Guide to Diagnosing and Finding Help for Your Child's Reading Difficulties* by Susan L. Hall and Louisa C. Moates, and *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years* by Susan L. Hall and Louisa C. Moates.

Deborah Rhein, MS, a doctoral candidate in Special Education at the University of Arizona and reading researcher, is also a bilingual speech-language pathologist. Her interests include the relationship of second language acquisition with literacy acquisition and school success. She is very involved in choosing and collecting data on student assessment measures, assists with teaching the RIME course, and work on a variety of other tasks with Project RIME.

Janice Sammons, MA, (University of Arizona) is a reading researcher, Project Coordinator, and contact person for anyone seeking information about Project RIME or Project RIMES 2000. She oversees the general organization of the grants, and works with the collection of articles, materials, and microtasks associated with the project. In addition to her work as a project coordinator, she works as a diagnostician for students seeking information on their learning abilities and needs. Previously, she was an elementary school teacher in California.

Sandra Stotsky, Ed.D., (Harvard) is a Senior Associate Commissioner of the Massachusetts Department of Education. In the past three years, she has directed complete revisions of the Department's English language arts/reading standards, mathematics standards, science and technology/engineering standards, and history/social science standards, all of which were approved by the state Board of Education. She has also planned and directed two research projects on middle school mathematics education, as well as the data collection for numerous research reports on various curricular areas in PreK-12. She is editor of, and a contributor to *What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers* (Peter Lang, 2000), author of *Losing Our Language: How Multicultural Classroom Instruction Is Undermining Our Children's Ability to Read, Write, and Reason* (Free Press, 1999, reprinted by Encounter Books, 2002), and *Connecting Civic Education and Language Education: The Contemporary Challenge* (Teachers College Press, 1991). Dr. Stotsky is also editor of, and a contributor to an appraisal of English language arts standards in 28 states in a 1997 Thomas B. Fordham Foundation monograph, as well as an appraisal of English language

arts standards in 49 states in a 2000 monograph, and *Civic Writing in the Classroom* (Social Studies Development Center at Indiana University, 1987). She has authored many research reports, essays, and reviews in English language arts and reading journals. From 1991-97, she served as editor of *Research in the Teaching of English*, the research journal sponsored by the National Council of Teachers of English.

Mathematics

Valerie DeBellis, Ed.D., (Rutgers University) Associate Director for Leadership Programs, CMSCE, at Rutgers University, has a forthcoming book publication with Dr. Joe Rosenstein, of the Center for Discrete Mathematics & Theoretical Computer Science, on Discrete Mathematics for the Navigation series of the NCTM. Her main interests are mathematics education and interactions between affect and cognition during mathematical problem solving.

Susan K. Eddins, NBCT, MA, (Mathematics, University of Illinois, Urbana/Champaign) is a mathematics teacher, an Instructional Facilitator and the Curriculum and Assessment Leader in mathematics at the Illinois Mathematics and Science Academy. She has been an educator since 1970 and was recently nominated to the NCTM Board of Directors. She serves on the Math Standards Committee for the National Board Professional Teaching Standards. As a member of the Council of Presidential Awardees in Mathematics (CPAM), she has done extensive work on state and local standards as a writer and reviewer, and has been very active in math professional organizations. She was a co-author of the NCTM *Principles and Standards for School Mathematics*.

Ralph Raimi, Ph.D., (Mathematics, University of Michigan) Professor Emeritus of Mathematics, at University of Rochester (1952-Present) has served as a mathematics standards consultant for K-12 mathematics for New York and California, the Learning First Alliance, ACHIEVE, ABCTE, ACT, the Abell Foundation (Maryland), the Empire Foundation (New York), and the Thomas B. Fordham Foundation (D.C.). He was a Reviewer of the NCTM Standards 2000 (PSSM), referee for the *Mathematics Teacher* (NCTM), author of forty-five publications, including *State Mathematics Standards: An Appraisal of Mathematics Standards in 46 States, the District of Columbia, and Japan* (Fordham Foundation), and *Judging State Standards for K-12 Mathematics Education, The State of State Standards, 2000* (Fordham Foundation).

Measurement

Jerome V. D'Agostino, Ph.D., (University of Chicago) is an Assistant Professor of Educational Psychology at the University of Arizona. His research interests include measuring achievement growth, achievement assessment in schools, evaluation of compensatory education programs, and needs assessment evaluation. Dr. D'Agostino's teaching specialty areas are measurement, evaluation, and quantitative methods. He is a member of the National Assessment and Accountability Committee for the Arizona Department of Education.

Thomas M. Haladyna, Ph.D., Professor of Educational Psychology at Arizona State University West Campus, is a nationally known expert on testing. He has received a yearlong appointment as a Visiting Scholar at the Educational Testing Service (ETS) in Princeton, N.J., and will participate in the National Assessment of Educational Progress Testing Program, starting in July 2003. He has written several books and journal articles about achievement testing and has served as a consultant on testing issues for many clients, including state departments of education, school districts, and national certification and licensing boards. Dr. Haladyna's research focuses on test score validity. He is a member of the National Assessment and Accountability Committee for the Arizona Department of Education.

Joseph M. Ryan, Ph.D., (University of Chicago), Professor of Education and Collaborative Programs, and Director of ASU West's Research Consulting Center, is a nationally known expert in psychometrics, measurement and item response methodology. His work includes the identification of student test score patterns that decrease validity. Dr. Ryan has numerous publications in the field of tests and measurement. He is the chairperson for the steering committee of the National Assessment and Accountability Committee for the Arizona Department of Education.

Project Primary Consultant

Susan Pimentel, J.D., (Cornell University) Co-Founder, StandardsWork® Hanover, New Hampshire, specializes in standards-driven school reform and works as an education writer, analyst, and consultant. After earning a Bachelor of Science degree in early childhood education and a law degree, she worked in the Maryland state legislature, serving as senior policy advisor for Maryland Governor William Donald Schaefer, and then as special counsel to former Superintendent John Murphy in Prince George's County, MD, the nation's sixteenth largest school district. Her efforts resulted in the phase-out of student tracking, an enriched core curriculum, advances in school-site management, and a results-based school accountability program. Subsequently, she was director of the World Class Schools Panel (impaneled to sculpt a concrete plan of action for school transformation) in Charlotte-Mecklenburg, NC. In recent years, her work has focused on academic standards with corresponding work in principal evaluation, student assessment, and school accountability. Her efforts stress standards-setting, constituency building, policy analysis and strategic planning in such varied jurisdictions as Beaufort, SC; Chicago, IL; Red Clay, DE; Jackson, TN; Ardmore, OK; Elaine and Marvell, AR; and the states of Arizona, California, Georgia, Maryland and Pennsylvania. Ms. Pimentel is co-author with Denis P. Doyle of the best-selling book and CD-ROM, *Raising the Standard: An Eight Step Action Guide For Schools and Communities*.